

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Erin Roderick

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Yerba Buena Elementary School

(As it should appear in the official records)

School Mailing Address 6098 Reyes Adobe Road

(If address is P.O. Box, also include street address.)

City Agoura Hills State CA Zip Code+4 (9 digits total) 91301-2105

County Los Angeles State School Code Number* 19 64683 60145823

Telephone 818-889-0040 Fax 818-889-4732

Web site/URL _____

http://www.yerbabuenaelementary.org/ E-mail eroderick@lvusd.org

Facebook Page
https://www.facebook.com/yerbabuenaelementary
Twitter Handle y Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Daniel Stepenosky, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: dstepenosky@lvusd.org

Other)

District Name Las Virgenes Unified School District Tel. 818-880-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Cindy Iser, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 14 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	7	24
K	36	24	60
1	26	25	51
2	30	46	76
3	39	32	71
4	35	31	66
5	37	35	72
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	220	200	420

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 2 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	455
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 13 %
53 Total number ELL
 Number of non-English languages represented: 21
 Specify non-English languages: Amharic, Arabic, Armenian, Cantonese, Croatian, Dutch, Farsi, Filipino, French, German, Hebrew, Hindi, Hungarian, Japanese, Korean, Mandarin, Marathi, Russian, Spanish, Tagalog, Tamil.
8. Students eligible for free/reduced-priced meals: 21 %
 Total number students who qualify: 88

Information for Public Schools Only - Data Provided by the State

The state has reported that 26 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %
72 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>13</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Yerba Buena Elementary School community believes that all children deserve a safe, stimulating, enriched learning environment in which every child thrives.

PART III – SUMMARY

Yerba Buena Elementary School (YB) is a neighborhood school nestled in the foothills of Agoura Hills between the historic Reyes Adobe and Lindero Canyon. Founded in 1968, it once shared a campus with Lindero Canyon Middle School. The existing campus was completed and opened in 2007, the newest elementary school campus in the Las Virgenes Unified School District (LVUSD). Our school serves some diverse neighborhoods of Agoura Hills, and is considered both a community school and the school of choice with children living in or near to the LVUSD geographic lines. The school site is used for community functions, sports activities and student organization groups.

Yerba Buena Elementary School has a rich history of academic excellence, which includes the integration of the arts and technology. In the early 1980s, the school was one of the first in the district to bring the “Great Works of Art” program to its students through parent volunteers. In 2010, we also became the first school in the district to implement the district-adopted text, Art Connections, also with parent volunteers. Yerba Buena was the first elementary school to offer Band, and also the first to participate in “FiddleKatz,” a beginning strings program. A variety of other arts-centered, after-school enrichment activities are also offered, including chorus, clay animation, hip-hop dance and drama.

Yerba Buena’s computer lab was established in 1989 under a faculty member who volunteered the first three years until a computer specialist position was funded, and who continues in that role today. In 2010, the Yerba Buena staff formed an Arts Focus Team to identify and articulate how the arts could most effectively be used to inspire and support student learning. In our discussions, we identified that 21st century learning requires incorporating technology instruction in partnership with the arts. In 2012, this team designed an implementation plan with these components: 3-5 Year Practical Vision Statement Strategic Directions and Phase I and Phase II Goals for the 2012-2014 and 2014-2016 School Years. Our plan ensures arts and technology remain an integral, interdisciplinary, sequential part of every student’s academic experience to foster inspiration, creativity, and provide a foundational grasp of relevant technologies. This is especially important as students prepare to enter the District’s arts-rich middle and high school programs, and to prepare them for the growing creative economy of our region. In the integration of arts and technology we see the merger of creativity and productivity that strengthens the core curriculum and the student as a learner.

The Yerba Buena staff is dedicated to providing a rich educational experience that challenges all students to develop meaningful academic and social skills and provides opportunities to develop an awareness of their innate artistic and creative abilities through our arts and technology focus. Our goal is for all students to become motivated and responsible learners, resourceful problem solvers, and respectful partners and collaborators with peers, while being challenged to achieve in the core basics of reading, writing, speaking, listening, critical thinking, computing and reasoning.

As a Five Star GATE School, we cluster our potentially gifted students in split classes or in one class when possible. Our district does not formally identify students as gifted until fifth grade. We currently have 11 out of 72 fifth graders identified as gifted. Of our 418 students, 53 are English Language Learners who speak 21 different languages. All 72 students with special needs are mainstreamed throughout the day into the general education classroom setting based upon their abilities and their IEP goals.

YB students are encouraged to participate in student leadership through such activities as student council and the green team. Students in grades 2-5 have class representatives who meet on a monthly basis to make student-centered decisions about their school and community. They are involved in community outreach programs such “Trick or Treat for UNICEF,” “Santa comes to Agoura,” “Big Sunday,” and “Heal the Bay.” The green team is a group of students that focus on helping YB students to become informed and to promote environmental stewardship.

Our school is fortunate to have a 50% school psychologist who attends our SST and IEP meetings and advises teachers and parents on ways to assist students/children. Additionally, we have a 40% counselor who delivers social skills’ lessons to J-5 students within the classroom setting. She runs small counseling

groups for changing families, making friends, and organizational needs. During recess and lunch she is on the playground monitoring our “buddy bench, “based on the concept that eliminates loneliness and fosters friendship, inclusion and kindness on the playground. She co-teaches lessons from Second Step, a conflict management program.

We have a 50% EL teacher who collaborates with teachers and support staff with implementing SDAIE strategies. She pushes into the classroom and meets with individual students. She assesses our students to determine their level of ELA proficiency.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Yerba Buena we follow the Common Core (CC) curriculum in reading/English language arts, mathematics, and teach social studies/history. For science, we are beginning to use the Next Generation Science Standards. Curricula choices are based on mandates directed by our district, through information obtained at conferences like Model Schools, GATE, CUE, Differentiated Instruction, and I Teach Kindergarten. We also have developed curriculum at staff development sessions such as Depth and Complexity icons and Integrated Arts and Technology. Teachers have developed new CC curriculum through a variety of Web resources ranging from the Engage NY Website to Pinterest. Teachers on Special Assignment and the District Media Specialist help to differentiate lessons, which in turn help meet the individual needs of our kids.

All grade levels (J-5) use the Depth and Complexity prompts developed by a noted researching team at the University of Southern California to help students develop their skills in close reading. From journeys to fifth grade, teachers choose Depth and Complexity icons that fit best with the stories they are reading and then discuss through the lens of those specific icons. Our students gain a deeper understanding of the stories and improve their comprehension skills. For teaching reading/language arts standards and skills, we use a combination of core literature novels, our anthology, Houghton Mifflin, and non-fiction leveled texts.

Our writing program consists of the “Reading & Writing Project” and “Step Up To Writing.” These programs focus on mini lessons with a workshop approach to writing with distinct phases that students pass through on a developmental scale. Each program provides a leveled approached support system for all students.

For those students performing below grade level standards and expectations, general education teachers implement a strong RTI program in which students are able to work at their level and receive small group instruction. Students who are struggling in the general education setting are brought up with Student Study Teams (SST). Our special education discipline utilizes “SRA Reading Mastery” and “Explode the Code” for its reading programs and The “Saxon Math” and “Touchmath” Curriculum materials for math instruction.

At Yerba Buena we believe strongly in meeting the needs of all students, including those of our gifted and talented learners. Students performing above grade level are put into grade level clusters. We have found that by clustering these students together, they are able to work productively with like-minded peers, and that teachers are able to teach to those pupils’ specific skill sets. Teachers use specific differentiated instruction strategies in the classroom to ensure students are working at their level. In 2015, California Association recognized Yerba Buena as a 5 Star GATE school for the Gifted (CAG).

In mathematics, students focus on the key areas of Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics, and Probability. The CA CCSSM includes two types of standards: Eight Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (slightly different at each grade level). We are currently piloting and in the process of adopting a new common core series, “Go Math,” which will provide students with the opportunity to experience firsthand the common core math standards and math practices. Small group instruction is available for students who need to revisit concepts as well as differentiated groups for accelerated math investigations.

Social studies is a project-based learning experience where students are given dynamic classroom learning opportunities to acquire deeper knowledge through active exploration of real world problems and challenges. For example, lessons with a room size map of America or an on site field trip where students reenact historical events. Students are given rubrics along with their challenges so expectations are clear, asked to complete most of the assignments in class and provided assistance should they require it.

We have established the goal of integrating science into our literacy program. With The Next Generation Science Standards (NGSS) we are focusing on key content areas at specific grades. For example, in first grade, we teach about mammals, matter, life cycles, and plants. In third grade students learn about oceanography, the solar system, and geology. We are beginning to read science content as part of our nonfiction literacy. We use leveled content reading material to assist students with different abilities.

In response to California's mandate to change the age of entering kindergarteners, we started a Journeys program. This developmental program focuses on the individual need of each student who learns through play and focuses his or her energies on social/emotional skills. Each child is learning to speak up for their needs, use conflict resolution, and is taught proper classroom behavior. Houghton Mifflin's Alphafriends uses a multi-sensory approach to teach reading readiness skills. Students learn numbers, patterning, sorting, classifying, and beginning addition and subtraction through hands on activities. The Mailbox series, Go Math, Pinterest, and other resources are also utilized.

2. Other Curriculum Areas:

Yerba Buena provides students' acquisition of essential skills and knowledge through a variety of other curriculum areas. YB students are supported through visual and performing arts integration, the physical education curriculum, health developmental programs, nutrition and technology.

Our arts program helps students to develop skills in communication, collaboration, perseverance, and concentration. It fosters individual and collective creativity and enhances understanding of and respect for others. Additionally, it has the power to engage children and give them multiple modes of learning. The benefits of the arts are inclusive to all of our students. We have an instructional specialist who collaborates with teachers to integrate visual arts into the curriculum. Staff members use the Arts Connection curriculum. They have also been in-serviced by Arts For All, Ventura County Arts Council, and the Huntington Library Program.

Our music program is integrated through musical plays. At our weekly assemblies, classes perform songs that were taught in their classroom to enrich their curriculum. Additionally, our school performs a winter musical for the entire school community. Our third graders participate in a ten-week African drumming program where they learn to play four different instruments, perform two different dances, and sing several chants. YB students have the opportunity to try out for the yearly talent show in participation with our neighboring middle school. At the talent show many YB students showcase their musical talents.

Our drama program integrates acting techniques across the curriculum. All teachers at YB have received professional development from a Bravo-recipient instructor. Individual teachers have received follow-up lessons through Skype to refine teaching strategies and receive feedback. All teachers observe primary through upper elementary students being led through a 10-week progression of drama techniques. Teachers implement these drama activities that enhance their curriculum. Imbedded in the drama program are techniques that emphasize the student's use of the mind, body and voice, as well as rules that help enforce optimal self-management.

As part of our physical educational program, YB has a partnership with a local dance studio. In 2013, the dance studio began teaching weekly dance lessons to all students. For 50 minutes a week each class receives dance instruction in a variety of genres. For example, this year we are currently focusing on dances unique to each decade. As a culmination students showcase their dance routines at the district performing arts center. In addition, each class learns a parade routine that is performed at the yearly community parade. YB has enjoyed receiving first place for the past three years.

While dance instruction is a large part of our physical education program every student at YB also is involved in two other PE programs: "Walk to Talk" and SPARKS (Sports, Play & Active Recreation for Kids). In 2013 YB initiated a Walk to Talk program four days a week. For the first ten minutes of the morning all students walk around the playground. During this time you will see students and teachers happily walking and talking around the playground in an orderly fashion waking up their minds and bodies. Teachers have observed a difference in their classroom readiness to begin academic instruction after Walk to

Talk. The SPARKS program is designed to involve all children to be more active, incorporate social skills, and emphasize health-related fitness and skill development.

In health, our journeys and kindergarteners learn about dental health, proper nutrition and safety. 1st graders learn about fire safety and proper nutrition, 2nd and 3rd graders learn about nutrition through California Dairy Council unit. Growth and Development is a separate area of focus in 4th and 5th grade.

Technology is being used in every grade level to help students further enhance their understanding of the core curriculum. YB has a dedicated media lab where students visit once a week. Our media specialist incorporates the arts into lesson plans and supports classroom learning through the use of relevant technologies such as PowerPoint, Shadow Puppets, and iMovie. She guides students towards producing visual and graphic media through multimedia on software tools and teaches keyboarding skills. She also supports each classroom teacher with his or her individual needs. There is a cart of forty laptops and thirty iPads that can be moved in and out of the classrooms.

3. Instructional Methods and Interventions:

We believe an intensive tool to close the achievement gap is our Response to Intervention (RtI) program and our Differentiated Instruction (DI) strategies. These programs include multiple techniques, tiered assistance, and ongoing assessment. In addition, we analyze data from the computer programs: Renaissance Star and IXL Math and Reading.

DI provides appropriate levels of challenge for all students, and delivers high quality curriculum where assessments help to guide our instruction. We can incorporate varied avenues of learning while implementing the Depth & Complexity Icons. Finally, the flexible classroom routines afforded us through DI mirror that of the real world and of Common Core goals.

Students move freely from classroom to classroom. English learners (EL) have a scheduled time to visit our EL teacher as well as the freedom to visit the EL instructional assistant throughout the day if clarification on an assignment is desired. Students with Individual Education Plans spend time in our Learning Center, either for academic instruction or clarification of assignments. Students attend social skills groups, visit the school counselor or speech teacher, have lunch with the principal, as well as participate in art, computer or dance class. Students move to different classes for RTI math groups and for guided reading, and since movement is part of the YB culture, students feel comfortable and benefit from the instruction of multiple professionals.

The journeys and kindergarten teachers group students as Early Birds or Later Gators. Early Birds are students who need additional instruction in foundational skills. Later Gators are students who have a firm grasp of journeys or kindergarten foundational skills. Early Birds come to school for an hour and twenty minutes prior to the Later Gators arrival. During this time Early Birds receive small group instruction at their level in reading, writing, and mathematics. When the Later Gators arrive the whole class has an opportunity to be together for three hours and twenty minutes for circle time, specialists, and instruction in science and art. When the Early Birds leave the Later Gators receive the same small group instruction for an hour and twenty minutes in reading, language arts, and mathematics.

Our 4th and 5th grade classes collaborate as a 4/5 learning community, an innovative cooperative learning environment where students of different ages have the opportunity to learn side by side. Individual strengths develop as the eldest members of our community serve as role models for the younger ones.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Yerba Buena has consistently achieved an API score of 918 and above. From 2009-2013, we achieved the following scores: 933, 934, 934, 918 & 928, respectively. We believe the decrease in 2012 was due to an increase of our unidentified ELL (English Language Learners) population. To address this situation, we hired a 50% ELL teacher so that these students could begin to receive the services they so needed. To meet the achievement gap of our special education students we hired an additional certificated teacher. To meet the needs of all of our students, including special education and English language learners, we implemented these various programs: Response to Intervention (RTI), Differentiated Instruction (DI), and the use of the Depth and Complexity prompts into our curriculum. In addition, we began implementing the “YB Beat,” Yerba Buena’s Arts and Technology-focused plan in which teachers use the arts throughout the curriculum to help students build a deeper understanding of the concepts taught. In addition, we’ve built a computer lab with 34 computers, a library with 10 computers, two laptop carts, each with 20 computers, 12 iPads, and three iPad minis. After implementing the above practices in 2013, our school saw a ten point increase in our API score to 928. In 2014, California discontinued the STAR/API program due to the switch to Common Core, and no scores are available for this most recent year. We have, however, been able to track our students this year in both reading and math through Renaissance Star. We are pleased with these results so far, which show that by February, 84% of our students were proficient or above in reading and 74% were proficient or above in math. We are able to track each student four times a year in reading and three times a year in math.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Yerba Buena consistently uses multiple measures to assess student achievement and to help drive instruction. The following assessments are administered on the computer: Renaissance STAR On-Line, Smarter Balanced, Reading Academy and IXL Math and Reading. Our district requires writing assessments three times a year evaluated by district rubrics. Grade K-5, students take the Renaissance STAR test. Teachers in Grades 1-5 administer formative and summative assessments throughout the year, including pre- and post-assessments, quizzes, chapter and unit tests. In Kindergarten, students are assessed three times annually using DIBELS and CBT Math. Journeys students are assessed in areas such as rhyming beginning sounds, letter recognition in reading and counting to 30, recognizing shapes and patterns, and classifying and sorting in math. Teachers at every grade level evaluate portfolios, projects, presentations, and performances. Teachers also conduct daily informal evaluation through observation and checking for understanding and meet weekly within their grade level to discuss areas of concern and plan appropriate instruction to meet individual student needs.

Throughout the year, parents receive weekly general school updates of academic accomplishments through the school’s website. At Back to School Night in September and through monthly “Coffee with the Principal” meetings, our administrator informs the parent community of recent tests and achievements. Progress Reports and Report Cards are sent home three times each year. At the first trimester, parents are required to attend a parent/teacher conference where assessments and goals are discussed. At the end of the second trimester, Journeys and Kindergarten have mandatory parent/teacher conferences and Grades 1-5 conferences are optional. Every week parents receive an email blast from the Parent Faculty Association, which highlights upcoming activities and academic accomplishments. The district and the YB Websites inform the whole community about our academic accomplishments, assessment tools and it enable parents to look up past API scores.

Part VI School Support

1. School Climate/Culture

Yerba Buena's school climate and culture is best reflected on the smiles of the children and staff and through the interplay of both parties. This behavior is modeled and encouraged for all YB students and staff to be respectful, responsible, and resourceful citizens of society through a program called the CHAMPS, (Conversation, Help, Activity, Movement, Participation,= Success) a program of positive discipline. Promoting social/emotional well being of our students, selected children receive weekly awards for good citizenship in alignment with our CHAMPS Program. At our weekly assemblies, students recite the YB motto, "YB, You Be, Respectful, Responsible, and Resourceful" and are given examples of each. Additionally, YB students follow the rules of CHAMPS on the yard, in their classrooms and in the lunch area. Through our "YB Positive" initiative, the YB staff focuses on the ability to work collectively and collaboratively.

Each month, students enjoy the camaraderie and friendship through our Study Buddy program. Older students team with their younger counterparts in shared activities, such as holiday celebrations, Read Across America, art projects, PE activities, and field trips. The interaction between the two groups fosters mutual respect and reliability. Older students serve as role models and mentors to the younger students, as seen during Walk to Talk and school assemblies.

Students are taught to give back to their community and others through charitable fundraisers sponsored by student council events and other community events such as "Heart to Heart," a community-care home and "My Stuffed Bags," a foundation that helps to rescue children from abuse. In lieu of holiday parties, many classes collect money or purchase goods to donate to these causes. Some classes make blankets for the homeless and donate shoes to the poor.

School improvement efforts are sustained through our School Improvement Plan, which examines where our students greatest academic needs lie and then goals are written annually to address those areas of concern. Teachers meet weekly during banking time to discuss ways to assist at-risk students as well as enrichment strategies to use with more advanced students. Before children who are struggling academically or socially are brought up to our student study team, we brainstorm intervention strategies as a grade-level team with the mindset that we have the upmost respect for our colleagues when problem solving and determining the best course of action with our students. Student achievement is the utmost important job for everyone on our campus.

2. Engaging Families and Community

Our strong parent commitment to support the arts and technology is reflective of our thriving community in which many parents work in either the entertainment or biotechnology sectors. They support our focus through donations of time and money, as well as serving on arts and technology committees. Collaboration with outside agencies to promote arts learning is also utilized, including Arts for All, Wild Card Dance Studio, Cal Arts, the City of Agoura Hills, and the Las Virgenes Municipal Water District.

For the 2014-15 school year, parents have been instrumental in developing enrichment and community involvement opportunities for our students. We have a once a week lunchtime arts program, "What's in Your Lunch Box?" where students create art projects from recycled materials. Our recycling program and electronics waste, (terra-recycling) programs are organized by parents and run with the help of our students.

Parents serve on our school and district GATE committees and many have attended gifted conferences. One parent is a member of our LCAP (Local Control Accountability Plan) committee. Our Parent Faculty Association financially supports our differentiation and arts and technology programs.

Community and parental involvement also plays an important role as these relationships impact the education of all of our students. District support of GATE and the arts technology in the LCFF (Local

Control Funding Formula) impacts all students. Having the district support our efforts is pivotal to our success.

Parents serve on our School Site Council, (SSC) a committee that discusses school safety, reviews and approves our school site plan, and looks for ways to support our initiatives. SSC is preparing to hold our first School Site Outreach meeting where parents will be invited to our school to share in a discussion on our goals as well as to form partnerships with their businesses and employers.

School safety is always on the minds of parents, teachers, and administrators, and certainly unites the YB community. Working together, we rallied to have a new sidewalk installed leading up to our school. Capitalizing on our desire to maximize student safety, to help the environment, and to increase student health, we reached out to the community and our district's facilities committee to accomplish this goal. We collaborated on a new initiative called a "Walk to School Program." Once a month, our principal invites YB students, their families, our superintendent, and the mayor of our city to join us in our walk to school.

3. Professional Development

Over the past five years our entire staff has attended such conferences for gifted children as Las Virgenes Unified School District's Gifted Conference, hosted by YB; Greater Los Angeles Gifted Children's Association; and the California Association for the Gifted (CAG) Conference where the Depth & Complexity Icons were introduced and demonstrated. Although labeled as GATE Icons, we recognize they are beneficial for meeting the needs of all students and chose to continue our learning at our site with a series of staff development hours with an expert in this field.

In 2013, we sent four teachers to attend the Model Schools Conference in Maryland. For the past two summers, the principal and teachers from various grade levels attended the Differentiated Instruction (DI) Conference in Las Vegas. Teachers from both groups were chosen by our district office to present a series of participatory lessons about Quad D learning and Differentiated Instruction at the District Staff Development Day. A group of primary and upper grade teachers attended Ventura County Office of Education's training on Common Core differentiated math and writing last summer. Our RTI committee has attended several conferences held at the Ventura County Office of Education specifically for RtI strategies, which included our CHAMPS training. The principal and one of our teachers presented our Early Bird/Later Gator program at the Ventura County Office of Education. Through this professional development, our teachers are becoming proficient in these cutting-edge strategies of RTI and DI, and leaders both inside and outside our district.

To ensure that our five-year arts and technology plan progresses, members of our Technology Committee have attended the CUE (Conference on Educational Technology), ISTE (International Society for Technology in Education), Conference and Playdate LA (people learning and asking "Y": Digital Age Teacher Learning and Exploration), as well as participating in an in-service at the local Apple Store. We have adopted National Education and Technology (NET) standards. The principal and Visual Arts Committee has attended numerous LA County Arts for All workshops as well as Cal Lutheran University arts integration professional development classes and Artist in the Classroom workshops at the Ventura County Office of Education.

Teachers have been trained in drama skills, which develop the use of the mind incorporating Imagination, Concentration, Problem Solving, and Memory. These skills form the basis for theatre arts as well as general improvements in academic, social, cognitive, and emotional abilities in school and in life.

4. School Leadership

Although the 21st century principal faces many challenges in today's workplace, our principal makes her role look effortless, as she meanders around campus with her positive energy. She embodies all the elements that make up an outstanding instructional leader. Whether she is handing out birthday pencils to

students, or leading a group of parents on a tour, she is the ultimate cheerleader for our school, touting everyone else's accomplishments and successes.

She begins the yearly journey by shaping a vision of academic success for all students based on our School Improvement Plan. Our plan is a result of a team effort, is developed based on analyzed data, and our school needs. The implementation and monitoring of the plan is nurtured by the positive climate she has developed with her staff. She cultivates leadership in each of us, so that teachers and other adults assume their part in realizing this school's vision.

Our leader is committed to student outcomes and strengthening instruction. As a result, she has devoted a great deal of staff development to differentiated instruction, especially as it relates to gifted students. She is a board member of CAG (California Association for the Gifted). Every teacher at Yerba Buena has been trained in differentiated instruction, and Yerba Buena has been the host of the Las Virgenes Gifted Conference for four years now. Additionally, under our principal's leadership, our school has served as a model school with GATE cluster classes. She organized and chairs a district-wide GATE committee comprised of parents, teachers and therapists.

Several years ago, our district asked each school to choose an area upon which to focus. Our instructional leader led us through a collaborative, problem solving approach, which resulted in our school becoming an arts and technology infused school known as YB BEAT (Bridging education arts and technology). We love our new direction and the collegial way in which we arrived at the decision. Our staff is reminded daily just how fortunate we are to be part of a collaborative staff lead by a resourceful and visionary leader.

We are proud to call ourselves a 2014 California Distinguished School. The leadership from within and from our district office has supported our efforts in the area of differentiation and arts and technology, our two signature practices recognized by the state of California. Our hope is to be bestowed the title of a National Blue Ribbon as well.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CA Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		88	91	92	89
Advanced		76	63	70	77
Number of students tested		75	81	73	64
Percent of total students tested		96	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		67	67	67	64
Advanced		67	25	58	64
Number of students tested		6	12	12	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		93			
Advanced		79			
Number of students tested		14			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		89	89	90	88
Advanced		76	67	67	74
Number of students tested		54	61	52	50
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The following subgroups are not being reported on due to no students or very few students being tested:

Free/reduced, ELL, Hispanic

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CA Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		92	88	88	95
Advanced		71	66	67	78
Number of students tested		87	73	64	82
Percent of total students tested		96	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		2	0	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		77	58	64	100
Advanced		39	50	46	71
Number of students tested		13	12	11	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		100			
Advanced		100			
Number of students tested		5			
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		92	85	85	93
Advanced		69	67	66	80
Number of students tested		65	54	54	61
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The following subgroups are not being reported on due to no students or very few students being tested:

Free/reduced, ELL, Hispanic

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CA Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		83	79	89	75
Advanced		50	49	62	51
Number of students tested		76	68	87	76
Percent of total students tested		97	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	5	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		69	39	88	54
Advanced		39	23	38	31
Number of students tested		13	13	8	13
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		83			
Advanced		67			
Number of students tested		6			
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		82	77	88	82
Advanced		46	43	63	54
Number of students tested		55	56	65	56
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The following subgroups are not being reported on due to no students or very few students being tested:

Free/reduced, ELL, Hispanic

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CA Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		81	79	73	80
Advanced		47	37	38	42
Number of students tested		75	81	78	64
Percent of total students tested		96	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		50	67	58	82
Advanced		33	33	25	27
Number of students tested		6	12	6	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		82	75	73	80
Advanced		50	36	37	38
Number of students tested		54	61	61	50
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The following subgroups are not being reported on due to no students or very few students being tested:

Free/reduced, ELL, Hispanic

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CA Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		91	86	88	92
Advanced		63	63	67	72
Number of students tested		87	73	64	82
Percent of total students tested		96	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		2	0	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		77	67	55	86
Advanced		46	42	46	71
Number of students tested		13	12	11	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above		100			
Advanced		80			
Number of students tested		5			
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		91	85	87	92
Advanced		60	65	64	74
Number of students tested		65	54	53	61
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The following subgroups are not being reported on due to no students or very few students being tested:

Free/reduced, ELL, Hispanic

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CA Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above		88	81	90	91
Advanced		54	63	68	55
Number of students tested		76	68	87	76
Percent of total students tested		97	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	5	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		77	62	75	62
Advanced		31	23	63	39
Number of students tested		13	13	8	13
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		87	82	91	93
Advanced		58	61	68	57
Number of students tested		55	56	65	56
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The following subgroups are not being reported on due to no students or very few students being tested:

Free/reduced, ELL, Hispanic